November 23, 2019

To the Graduate Program:

This project, entitled “ESP Resources and Modules for a Non-native English-Speaking Community” and written by Mónica Lucila Naranjo Toro, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

_____
Michelle Plaisance, Advisor

We have reviewed this
Project and recommend its
acceptance

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Michelle Plaisance,
Director, Graduate Program in TESOL

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Accepted for the Graduate Program

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Jane C. Girardi

ESP Resources and Modules for a Non-native English-Speaking Community

Proposal for MA in TESOL

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Greensboro College

This paper was prepared for ENG 6900 Teacher as Researcher and Practitioner

Dr. Plaisance

Abstract

The thesis proposal here presented works on the needs of the Russian-Ukrainian community in search of helping them to face the many requirements to achieve in order to live in the United States of America. This paper seeks to provide an educational tool that helps to smooth the adaptation process of new residents with a low level of proficiency in the English language. The learning guide proposed can be adapted and use to teach any ESL with different cultural backgrounds.

Dedication

I dedicate this thesis to my Lord for giving me this opportunity. To my husband, Luis, who has encouraged and supported me always. To my family who has always showed me love no matter how far we are.

Acknowledgments

I would like to thank Dr. Michelle Plaisance for the support she has given me throughout my graduation studies. Without her positivity feedback and kind words, I would not have received the feedback with the same enthusiasm. Thank you for focusing on my strengths rather than my flaws.

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Chapter One: Introduction

Getting out of our comfort zone is one of the hardest things a person can do. Since the beginning of humanity, human beings have moved from their territory into new places in search of new horizons. Their motivation may include better climates, areas with sufficient food supply, safer homes, places where they can build community, and more. However, displacement and arrival into an unknown environment can create feelings of anxiety. Usually, most individuals travel for pleasure. When people make these kinds of trips, security details are necessary to limit the sense of fear of the unknown. Because of this, taking an all-included trip, for a short amount of time, is the most comfortable and easy way to explore territories beyond everyday reality. In this context of "vacation," the individual is exposed to a minimum level of worry. For obvious reasons, the opposite happens when the trip includes a change of life that contains the challenge of arriving as a foreigner to a new territory with a different language, culture, and traditions.

Based on my own experience, arriving in the United States was different the two times I have been here. The first time I traveled to America, I was in my senior year of college. I decided to take a trip, just before the world hits me with the reality, to practice English and see with my own eyes how proficient I was. I enjoyed having the chance to see all the famous landmarks around New York, sharing with people from different cultures and practicing my oral skills during my one-month-free-of-obligations trip. On the contrary, the second time I came to the United States, I came as an employee of the

county for a Dual Language teacher position. The experience was different from the arrival. At the airport, I had to show a document that I did not need when I entered the country as a tourist. Then, to be able to rent a place for living, I had to get a SSN, but for this document, you need an address to submit the requirements. Since I did not have a credit history in the country, I needed to pay the extra fee for rent, electricity, and the Internet. I also, needed to get a car loan in a bank, open a checking and savings account, learn how to drive in America, deal with the DMV and buy essential furniture. In addition, I was faced with new approaches, methodologies, and curricula used in school along with other limitless new things to learn, acronyms to memorize, and adapt to my lifestyle to survive in the new work environment.

The process of adaptation can be different for every individual, and this is since all situations, contexts, and realities are not always the same. Usually, newcomers need to learn a variety of concepts on the nature of necessary relationships. Cultural differences often determine acceptable behavior to fit in into the new-target community and eventually to being socially accepted (Meyer, 2012).

Nevertheless, the number of unfamiliar conditions to be adapted to in a brief amount of time, coupled with the lack of understanding and low proficiency level of English, can increase the levels of anxiety and discomfort. The challenges are responsible for prolonging and hampering the relationship with the native-target community.

For this reason, I developed a learning tool that helps any specific community to seize every chance of adaptation here in the United States. In addition to my research, I designed six modules that lead newcomer English language learners through the process of adaptation and establishment. For my research I focus on the Russian and Ukrainian

community that regularly arrived at Matthews, NC. However, This material can be adapted to another non-speaking-English community.

The objective of these modules is to support language learning and provide metacognitive strategies that allow the target community to understand their new environment and settle down with minimal difficulty s an English student mindset, or in this case, as a legal alien starting a new life in America. (Bursali & Öz, 2018)

Chapter Two: Review of Literature

In this chapter, I review scholarship related to adults that learn a new language in a modern living context. I begin with a discussion of the adaptation process for a foreigner in America. I then provide an overview of the research related to adult learner strategies. I conclude with a discussion of the need that some non-speaking communities have to settle down, learn, and become an immigrant adult learner.

Being an Immigrant

Years ago, the legitimate entrance to the United States was through the Ellis Island doorway. As many documents and other types of art describe this country, immigrants were part and parcel of American society. They were the fabric that creates the "quilt of the American population" (Hossain, 2014). Ellis Island is known as a place in America where many came and established themselves as part of the new world. Ellis Island is that part of America where many tourists can go and visit and feel what others used to feel by being inside this famous landmark: as an individual with the hope, fear, and expectation for a new opportunity of living, a new horizon, a new home.

The immigration phenomenon goes from continent to continent, from country to country and even from city to city inside the same territory. The current world situation

filled with hunger, violence, and lack of security, climate change, and unemployment, among other issues is the daily news around the globe that incites the migration. The word immigrant can awake many feelings, both negative and positive. People often relate the word immigration with illegal status, criminal activity, taxes evasion, or job takers (citation).

The United States of America is one of those territories with the highest immigration, with an annual worldwide limit of 675,000 permanent immigrants (AIC, 2016) The United States has established an immigration law system based on the Immigration and Naturalization Act that allows a foreign national to work and live lawfully and permanently in the United States (AIC, 2016).

More recently immigration goes beyond Ellis Island. Legal immigrants can come to the United States in many different ways and can enter the country through any major city by air travel as well as by land (Hossain, 2014). Legal immigration involves a type of visa that describes the situation of the immigrant such as family sponsorship, employer request, refugee and asylum status, and DV lottery (Gollnick & Chinn, 2013).

United States history has shown that this nation has always been a nation of immigrants (McCorkle, 2018), and it is still today. What is not always taken into account is the gap in shared language experienced by countless immigrants who come into the country.

The Need for a Tool for Foreigners in a New Context

Both contemporarily and historically, there has been a resistance to change in language (McCorkle, 2018). In addition, in some cases it exists resistance to a

multilingual society. Even in much of the American education system, the choice of how to educate second language learners is often not so much about the top research, quality of education, or creating the best life prospects for students (Stritikus, 2002), but about keeping the United States a primarily English-speaking nation (McCorkle, 2018).

The previous situation is one of the main reasons why an immigrant must study and learn to speak English. It is a matter of cultural and social survival. When arriving in a new country, the need for communication is as essential as it is to have housing and food. Many challenges arise from cultural difference (Meyer, 2014). The adaptation process begins with recognizing the cultural factors that shape human behavior (Meyer, 2014); however, those factors are not always clear or understood. When an individual migrates, it could be possible that he/she has an idea of what to expect in the new context, however being open to individual differences is not enough, primarily when well-intentioned people do not educate themselves about cultural differences because they believe that if they focus on individual ones that will be enough (Meyer, 2014). For instance, in the United States and other Anglo-Saxon cultures, people are accustomed to communicating as literally and explicitly as possible. By contrast, in many Asian cultures, messages are often conveyed implicitly, requiring the listener to read between the lines (Meyer, 2014).

Learning the culture and expressing ideas in the target language is another part of the acclimation of foreigners in the distant land. Facing different cultural norms and the adaptation process to a new culture can cause discomfort and stress. Experts refer to the process of cultural change resulting from contact between groups with distinctive cultures as *acculturation* (Oh, Koeske; Sales, 2020). Acculturation is contact between two

different cultures that generates numerous changes (Hagan, 2004). The acculturation phenomenon often refers to when immigration occurs in the immigrant's thirties (citation). Explanations of the psychological consequences of the acculturation process emphasize cultural differences since essential implications for understanding their acculturation process occurs (Hagan, 2004).

There are two central issues of acculturation attitudes according to Berry (2001, as cited in Hagan, 2004). The first one is the degree to which individuals to have contact with anyone outside their group and the second one is what degree individuals want to give up or maintain attributes of their heritage culture.

Oh, Koeske and Sales present in their article a clear example of this situation is the many Korean communities learn, embrace, embody, and incorporate the U.S culture but maintaining traditions and customs. As for them, numerous communities keep their social ties with their cultural heritage and ethnic community, and still, when they arrived at a new context, they are acculturated by adopting customs from the target culture to their own (Oh, Koeske; Sales, 2020). During the arrival and the stress of organizing the new life, newcomers may become overwhelmed with the ideas he/she gets from interaction with locals (Berry, 2001). Also, this overwhelmed situation is due to the lack of knowledge of language and culture (Berry, 2001).

Adult immigrants to the United States coming from language backgrounds other than English often cannot immediately express themselves as competent communicators. (Rose, 2008) Unlike children, adults are also aware that the complex idea that they wish to articulate must be presented in simple language with reduced meaning when they

employ a language they are in the process of acquiring (Horwitz, Horwitz, & Cope, 1986, as cited in Rose, 2008).

Learning a new subject, art form, or skill can cause a certain level of anxiety in both learners: the ones that want to and the ones that have to. Anxiety, as Gray (1988, as cited in Rose, 2008) said, is in part a biological response to stress that is designed to increase the functions of the autonomic nervous system to prepare for "fight or flight" in response to a real or imagined future threat. In general, it is a natural reaction that occurs when a person feels uneasy, apprehensive, or worried about some experience, real or imagined (Lazarus, 1966).

While the anxiety can increase in every learner (the specific subject of study), acculturative stress is the stress associated explicitly with changes that take place as one learns how to live and function in a new culture (Hovey, 2000). This anxiety is heightened as a result of cultural shock that a person in their mid-30s is exposed to when arriving in a new context that includes a different language, traditions, cultural heritage, and educational background from their own (Berry, 2001). To work on these internal or external responses when facing a new context, the foreigners need accompaniment and guidance of a local that provides the different steps to a suitable adaptation process (Hovey, 2000).

Strategies for Adult Learners

When adults are learning a new skill, their needs and demands are closed to the ones of a nine to ten year old student (Ferlazzo, 2010) The fear, anxiety, and stress are a

massive part of their learning process. Besides, the cultural shock, acculturation, and language learning stress, they must learn the target language in order to survive and succeed inside the new context (Ferlazzo, 2010). Thus, it is key to establish a good relationship with the learners, make them feel important, and encourage them to succeed despite the inconveniences and challenges that will arouse their adaptation process (Ferlazzo, 2010).

Studies have documented the effect that positive relationships in school have on students (Ferlazzo, 2010) Developing self-confidence is essential in learning a second language (Ferlazzo, 2010). A solid point inside this particular learning process is that the adult-student is aware that he/she needs the learning to increase his/her life quality inside the new living context (Ferlazzo, 2010) However, and despite the self-motivation, each student might have, educators must find elements that help them bond with the students. Building a relationship happens over time, and self-interest continually changes (Ferlazzo, 2010), especially when our learning target happens to have limited time to learn because they are working/earning money to be responsible and sustain their family's wellbeing.

One strategy to implement while building relationships is follow up individual conversations and individual assessments (Ferlazzo, 2010). During the classes, and in order to encourage students to face real-world situations, educators can provide assignments about how they will face real situations such as buying food, pumping gas or paying taxes. Before and before the presentation, short conferences can help to overcome any language gap, advise, and have a personal moment with our students to give them the necessary confidence to face their classmates (Ferlazzo, 2010).

Another excellent strategy for building relationships with an adult learner is *using schema* (Ferlazzo, 2010). Students felt they are important when their educators and classmates feel interested in what they know, the knowledge they can bring to the class, as well as their own stories that are very interesting and must never be forgotten or shadowed by the new experiences ahead. It is also important to note that background knowledge plays a significant role in academic language use. As background knowledge grows, students grow in the ability to grapple with the more complex subject matter (Peregoy & Boyle, 2017). Base project learning is a teaching method. It's a revitalization of education for students so that they can develop intellectually and emotionally. By using real-world scenarios, challenges, and problems, students gain useful knowledge and skills that increase during their designated project periods. (Educators of America, 2019) This gives the students ownership in their process. Learning by doing (Ferlazzo, 2010) helps students to imagine themselves in a particular situation and embrace the language that should be used in the target context.

The beginner phase of second language development starts immediately on exposure to the new language (Peregoy & Boyle, 2017). During a lesson that will be transferred to a real-life situation, educators have discussed how effective communication requires people to coordinate language subsystems (i.e., phonology, morphology, and syntax) simultaneously in a way that conveys meaning (semantics) (Peregoy& Boyle, 2017). Students will need to have classroom conversations that they will have when they face a real situation (Peregoy& Boyle, 2017). Moreover, they need to learn practical interactions in order to request an appointment at the doctor, change the car oil, or call for

food delivery. By implementing these types of exercises, students will get confidence, and also they will feel encouraged by other students in the same situation.

However, the educator must take into account that students learning English as a new language face a complex task that must take place gradually over time, especially when they have reached a mature age (Peregoy & Boyle, 2017). On the other hand, during the learning process, it is highly probable that second language learners develop interim linguistic systems, or interlanguage, that exhibit their own evolving rules and patterns, as shown in Selinker (1972, as cited in Peregoy & Boyle, 2017). Later on the language learners' systems gradually resemble more closely those of the target language (Peregoy & Boyle, 2017).

A practical method of learning the English language and knowledge of its civilization is to work on real life situations learners will eventually face. In the framework of teaching newcomers there are some stages and core principles to take into account (Mauger & Brueziere, 1971).

Every new learner has some steps to take and to be respected for the instructors throughout their own learning process (rssed, 2016). Proponents of second language acquisition theories identify *five distinct stages of second language acquisition* as originally espoused by linguist Stephen Krashen (rssed, 2016).

Silent/receptive.

This stage may last from several hours to several months, depending on the individual Learner. During this time, new language learners typically spend time learning vocabulary and practice pronouncing new words. While they

may engage in self-talk, they don't normally speak the language with any fluency or real understanding (rssed, 2016).

Early production.

This stage may last about six months, during which language learners typically acquire an understanding of up to 1,000 words. They may also learn to speak some words and begin forming short phrases, even though they may not be grammatically correct (rssed, 2016).

Speech emergence.

By this stage, learners typically acquire a vocabulary of up to 3,000 words, and learn to communicate by putting the words in short phrases, sentences, and questions. Again, they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their second language (rssed, 2016).

Intermediate fluency.

At this stage, which may last for a year or more after speech emergence, learners typically have a vocabulary of as many as 6,000 words. They usually acquire the ability to communicate in writing and speech using more complex sentences. This crucial stage is also when learners begin actually thinking in their second language, which helps them gain more proficiency in speaking it (rssed, 2016).

Continued language development/advanced fluency.

It takes most learners at least two years to reach this stage, and then up to 10 years to achieve full mastery of the second language in all its complexities

> and nuances. Second language learners need ongoing opportunities to engage in discussions and express themselves in their new language, in order to maintain fluency in it. The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence (rssed, 2016, p. 11).

On the other hand, Internationals Network for Public Schools is a group of public high schools that work with newcomer students and looks for "providing quality education for recently arrived immigrants by growing and sustaining a strong national network of innovative International High Schools, while broadening our impact by sharing proven best practices and influencing policy for English learners on a national scale." The Internationals schools base their pedagogical approach on the following five "core principles" that we will take as the framework for the final product. (NCELA, 2017).

Principle	Explanation
Heterogeneity and Collaboration	Heterogeneous schools and classrooms are collaborative structures that build on the strengths of each member of the school community to optimize learning.
Experiential Learning	Twenty-first century schools that expand beyond the four walls of the building motivate adolescents and enhance their capacity to successfully participate in modern society.
Language and Content Integration	Purposeful, language-rich, interdisciplinary, and experiential programs allow strong language skills to develop most effectively in context and emerge most naturally.
Localized Autonomy and Responsibility	Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

One Learning Model for All	Every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Source: Internationals Network for Public Schools. (n.d.) Internationals' approach. Retrieved from http://internationalsnps.org/about-us/internationals-approach/

Finally, the purpose of this classroom material is to design a dossier where students can learn situations from real life by finding examples, table of language function, oral and written exercise, idioms and pictures that shows living in America. (Mauger & Bruéziére, 1972).

Chapter Three: Project Design

This chapter intends to explain the rationale behind creating a dossier that can provide curricular speaking practice using information about the town of Matthews. The dossier and the lesson plans inside it intend to enhance the first contact of the families that arrived in the United States by helping them to gain speaking skills outside the classroom and transfer them into their daily activities inside the community.

Speaking skills are positioned in the first rank of the education field (Thornbury, 2005). Human beings feel the necessity to communicate from their first cry in order to get something, to express ideas, feelings, likes, and dislikes. Language achieves its objectives by encoding and externalizing our thought (Evans, 2014). Arriving in a new place with a different culture can be very overwhelming. Usually, an individual needs to get settled and find a place to live promptly. During that process, the number of legal papers to be done, and requirements to fill are massive. Taking into account the documentation that must be filled out in a foreign language, in this case, English, the process can be even more difficult and will inevitably slow down the transitions, potentially leading to anxiety and stress for these individuals.

Two essential things need to be taken into account in this type of academic text to be used by a second language learner (SLL) to help decrease the levels of stress and anxiety. On one side, there is a cultural component, and on the other side, there is a metacognitive component. When we talk about metacognition, we talk about being aware as a learner in order to direct intentionally the learning (Willingham, 2010). In this case, the SLL will need an attractive environment that helps him/her to achieve their needs and also provide the confidence and content needed.

Metacognition teaches students how to learn: Who, when, where, and why, and the uses of Strategies (Wilson & Conyers, 2016). For the elaboration of this particular dossier, students need to be aware of why they need to assist and take this material course. This dossier will help them to recognize all the activities they need to complete in order to achieve a comfortable living experience in the United States.

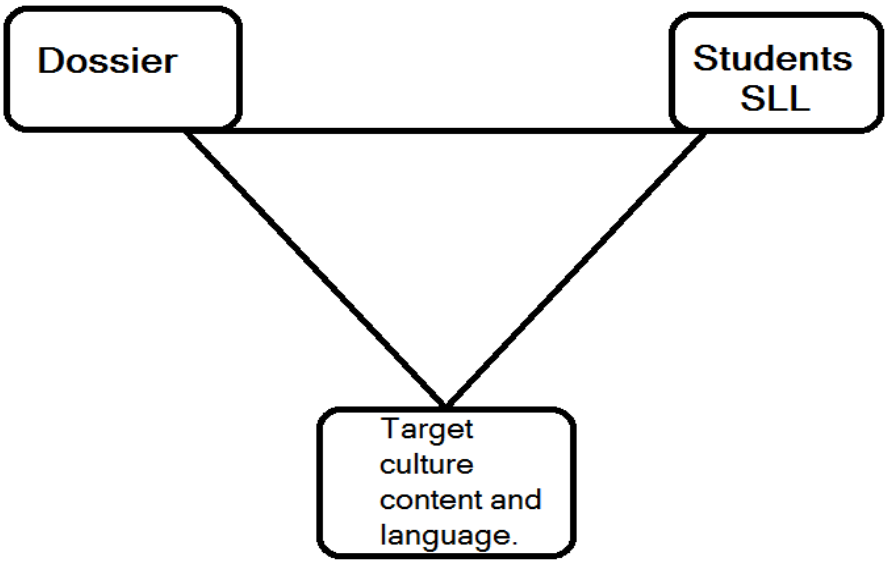
The *when* is a factor inside this dossier that will lead students to focus on the task as soon as they put a foot on American ground. This factor also frames the time as part of the transition process from leaving their country to arriving in a foreign one. It also provides an organization timeset for every activity and situation to be attained, mostly a small portion of the time. The *where* will be under the responsibility of every individual, from the time to get over this valuable material to the reflection after using why they have learned. This dossier goal is to be used in those situations a new incomer will face and help them to get through them. Finally, the *why* is compiled after many other incomers that get to the United States before and get not have this material in hand that provides them an understandable guide for them to complete and achieve goals inside the different situations.

The metacognition components will be also involved inside this dossier and can be found in every chapter with notes that guide, encourage and provide cheering suggestions such as: refocusing on strength rather than déficit, Be persistent, work hard on your learning to growth mindset and decrease nervousness and panic (Wilson & Conyers, 2016).

Metacognition is also associated with executive function regarding brain functioning and mental faculties. High order thinking, self-regulation, and self-directed learning, and mindfulness. From the learning perspective, it is necessary to create meaningful representations of knowledge through self-awareness, self-questioning, self-monitoring, and self-regulation (Wilson & Conyers, 2016).

This dossier will provide knowledge of the situations to be faced in the target language, and it will also encourage students to compare and think about how those situations are faced in their own countries to find similarities and differences as a self-awareness process. Besides, the lessons inside the dossier will provide a conversation role-play to be used for the students in real life and the possible outcomes from it. From a learner's perspective, they will have to become more proactive, determining what they know and what they need to know in order to succeed (Wilson & Conyers, 2016).

Students who succeed academically have learned to think effectively and independently by being organized, completing a schedule, making a plan for their learning, monitoring, recognizing, using what they have learned and changing, any outcome that is not working, as necessary (Wilson & Conyers, 2016). From a cultural perspective, this dossier seeks the development of communicative competence for use in situations the learners might expect to encounter. At the same time, an awareness of the nature of language and language learning and, finally, the development of insight into the foreign culture and positive attitudes toward foreign people, in this case, the southern population of the United States (Hinkle, 1999). SLL must be fully aware in order to avoid cultural shock on what is socially and legally accepted and how things are done in the target culture.



Taken and modified from the diagram shown in Hinkle, 1999.

The main goal is to provide students with a dossier filled with the knowledge of the cultural target in order to soften the process of cultural adaptation known as acculturation.

Chapter Four

Here you will find a valuable and useful material to work on with newcomers that are in the settlement process of living in the United States of America. The material includes a resource packet with the contact information of many options around the area, from renting an apartment to buying a car.

You may want to split this course in eight sections where you can work on phonetics and keywords that the newcomers will use in every situation they come across during their adaptation process. In addition, there is a list of exercises to complete in each session where the newcomers will include their personal information in the exercise. The course also provide a conversation to be use as a rehearsal of the situations the newcomers will face.

Resource Packet

Welcome!

Apartments and Accommodation

Hotels for your first night(s):

You may want to consider this if you are not keen on finding an apartment before your arrival.

All on Independence (74) in or near Matthews (zip code 28105)

- Best Western

http://book.bestwestern.com/bestwestern/US/NC/Charlotte-hotels/BEST-WESTERN-PLUS-Charlotte-Matthews-Hotel/Hotel-Overview.do?propertyCode=34160

- Econolodge

  http://www.econolodge.com/hotel-matthews-north_carolina-NC432

- Hamptons

  http://www.tripadvisor.co.uk/Hotel_Review-g49330-d100059-Reviews-Hampton_Inn_Charlotte_Matthews-Matthews_North_Carolina.html

- Holiday Inn

  http://www.tripadvisor.co.uk/Hotel_Review-g49330-d1465114-Reviews-Holiday_Inn_Express_Hotel_Suites_Matthews_East-Matthews_North_Carolina.html

- Comfort Inn

  http://www.comfortinn.com/hotel-matthews-north_carolina-NC397

- Sleep Inn

  http://www.sleepinn.com/hotel-matthews-north_carolina-NC032

Best to check www.priceline.com, www.expedia.com or www.hotels.com to book in advance for best prices

Apartments:

What each individual looks for in an apartment can be different. The needs of a family or couple can be differen. Your apartment will be one of the biggest expenses each month

and also can be key to feeling ‘settled’ in your new home.

If you are unsure of any arrangement that you are making, I suggest you ask about taking out the minimum lease time possible – this can be 7 months. This will give you time to get to know other people and really figure out what is best for you. This also gives you the opportunity to move to a different location if you need to. Seven months really does fly by!

As a couple, or family with children, you are often initially living on one income until the work approval for you other half arrives. From my experience, this can be a challenge. I would suggest you try to have some money saved (ahead of arrival) that you are able to use and when you are here rent a place that keeps cost at a minimum.

Windsor Landing, 1900 Windsor Hill Drive, Matthews, NC 28105

http://www.windsorlandingapartmentsllc.com/

This apartment complex is a little cheaper than Matthews Reserve and they sometimes offer incentives like $25 off your rent if you pay by a particular date They can have apartments ready for you to move straight into the day you arrive. The deposit here is around $300 if you have no credit history in the US. It is located north of US 74 and has lots of shops, restaurants and amenities other close by.

Matthews Reserve, 1315 Cameron Matthews Dr, Matthews, NC 28105

http://gables.com/find/apartment/2261-matthews-reserve-matthews-nc?utm_campaign=Redirect&utm_medium=Redirect&utm_source=MatthewsReserve

The deposit for here is One-month rent up front. The reserve is in close proximity to Matthews's town center and you can walk up to various bars, shops, restaurants etc.

Bexley, 12825 Vinings Creek Dr Matthews, NC 28105

Prices similar to Matthews Reserve. This complex is a bit further away from shops etc would be a slightly faster journey to school as it is closer to the I-485 (main road) which is in the direction of many schools in the area, including the neighborhoods of Stallings, Monroe, Weddington and Ballantyne.

The Apartments at Blakeney, 8718 Wintersweet Ln. Charlotte, NC 28277

These apartments are near Ballantyne which is also another possible area to look at. The accommodation there is more expensive but the area is nice.

http://www.blakeneyapartments.com/

Approximate Rents – The cost of renting an apartment varies from place to place and also prices fluctuate over the course of the year. Here is a rough estimate but you will need to look at individual websites for more accurate rental costs.

One Bedroom - $760

Two Bedroom - $930

Three Bedroom - $1200

Helpful Telephone Numbers

In case of *extreme emergencies*, dial 911 (police, fire and hospital response).

Hospital:

Novant, 1500 Matthews Township Pkwy, Matthews, (704) 384 6750

Doctor:

Matthews Family Physicians

Address: 1450 Matthews Township Pkwy., Suite 450

Matthews, NC 28105

Phone Number: 704 384 8480

Website: https://www.nhmatthewsfamilyphysicians.org/

Dr Conner.

Address: 211 W Matthews St, Matthews, NC 28105.

Phone: 704 708 4301

Website: http://www.connerclinic.com/

Another practice I have heard is good is 'Indian Trail Family medicine' this is from friends.

Address: 4503 Old Monroe Road, Indian Trail, NC 28079

Phone Number: 704 821 6900

Website: http://www.carolinashealthcare.org/indian-trail-family-medicine

Water Company:

Most apartment complexes organize water billing through the complex and your bill can be paid with your rent. Each apartment complex varies but they will give you the details when you sign for you apartment.

Electric Company:

Duke Energy is the main provider in the area. When you know which apartment or house you will be moving into you can call them to set up service. They often require a deposit when you initially start your service. Around $200. It is unlikely that your deposit will be bigger than this and it is usually credited to your bill after you show that you will pay each month.

Some apartments require a signature from a notary - you can do this when you are here but this is not essential. If you explain your situation, it can be very useful.

Phone: 1-800-777-9898

Website: http://www.duke-energy.com/north-carolina.asp

Cable:

Spectrum Cable are the local provider for internet and cable TV. Most complexes have a person assigned to them and you will get service started sooner than if you call time Warner directly (you can arrange this with your apartment complex). They also often require a deposit to start service. Many only get internet service (which is around $80 a

month). Bundle packages for phone, internet and cable run at about $160 a month depending on the offer they have at the time.

Phone: (877) 651-0419

Website: http://www.Spectrum.com/en/residential-home.html

Phone company:

You can go to the stores for each carrier or Best Buy often have some good deals. This also requires a social security number. It can be quite expensive to do this.

Many restaurants, bars etc offer wi-fi and you just need to ask for their pass code. If you are arriving in the USA with a smart phone of your own this can be useful in the beginning. When signing a contract, please remember most phone contracts are for 2 years and can be expensive to get out off if you change your mind. Major US carriers are AT&T, Verizon, T Mobile and Sprint. You may want to check which network gets good coverage at your school.

Social Security Office:

5800 Executive Center Dr #300, Charlotte. Lines are long.

Bank:

The banking system here is slightly different, be sure you get the facts on this so you can spend smart. Checks are used here quite often, too.

Address: BB&T, 310 E John St, Matthews

Website: http://www.bbt.com/

Vehicles:

It is **imperative** that you have a car as soon as you can. You will need this to get to and from the shops, school, to get your driving license, sort banking and so on. You cannot walk to many places around here and the roads are large.

1. Rent a car online or when you get here.

2. For insurance, you need to get a **Non Owners Policy** - ensure that it is for full coverage (liability and collision). If you have this coverage you will not need the full insurance from the rental company as well.

3. Once you have proof of insurance, you can collect your rental car. You will need your countries driving license. As you will not have a North Carolina driving license, you will need a major credit card to pay for rental if you are paying here.

4. Once you have your rental you can go to DMV and take driving test.

You can purchase a car when your driving license arrives. You only need your social security number if you are going to finance the vehicle.

Once you have purchased a vehicle, you can transfer your non-owner's policy to cover your new car. Remember to contact the DVLA and get copies of your full driving history as if it is clear or nearly clear it can really help reduce your insurance premium.

Rentals:

Below are some contacts you may use if you need to rent a car from Matthews.

Enterprise (Matthews), 705 Matthews Township Pkwy – Last year I was able to secure a 20% discount for my advisees here and will try to do the same this year.

Enterprise (Indian Trail), 88 Dale Jarrett Blvd, Indian Trail, NC

Hertz (Matthews), 10535 Monroe Rd Matthews, NC 28105

DMV Test Center:

You will need to go here as soon as possible to take your driving test. You will need your driving license to buy a car.

You cannot buy a car once in Charlotte without first obtaining your license - there is one place who may be able help with this that I can share on your arrival.

To take your test, you need to have insurance and your proof of insurance with you on the day of your test (along with other your immigration documentation: DS2019, I94, Passport and Visa). I think I had to have proof of address too. With this in mind**, you will need to rent a car** for this purpose. You cannot use the insurance from the rental

company alone to take your test. You must be additionally insured yourself.

Before arriving, I recommend asking for a full copy of your driver's history from the DVLA, this may help keep your insurance cheap. Also bring a copy of your no claim discounts, if you have them.

The Test

You do not book a test at the DMV center. The best thing to do is arrive early in the morning and wait in line. You can take the theory test and the practical test in the same day. This can be a big stress for some people so the sooner you get it done, the better.
If you fail your driving test the first time, you need to wait one week before retaking your test. It is very important to obtain your full license as soon as possible. Remember to bring your full home country driving license with you to the USA. The test is around ten minutes long and does not involve anything too challenging. I recommend driving around yourself to get used to the road before your test, you will feel more comfortable this way.

For the practical test you will be asked a series of multiple choice questions, study the handbook. I also recommend you learn the road signs, you will have a test on these, too. This is a link so you can print out the North Carolina drivers handbook so you can start looking at it before you arrive.
http://www.ncdot.gov/download/dmv/handbooks_ncdl_english.pdf

DMV: http://local.dmv.org/north-carolina/union-county/monroe/dmv-office-

locations.php

DMV Test Center Address: 3122 W Highway 74, Monroe,

DMV License Plate Agency:

If you buy a car from a garage, they will help you organize your registration. They will need to see your driver's license in order to do this.

If you buy a car privately, you will need to go to the license plate agency to get your registration plates and register your car. You cannot register your car without your driving license and you cannot take your test in a car that is not registered.

DMV Plates Agency Address: 622 W Roosevelt Blvd, Monroe

Car Insurance:

Whilst your country DVLA contact and ask for a copy of your full driving history. Usually, people is able to get credit for their years driving license because they have this. We initially paid $107 a month and this covered my husband as well.

You should take the maximum insurance possible in case of events like a multiple car pile up.

Here are some insurance company you may be interested: Liberty Mutual, Metropolitan Insurance, GEICO, Triple AAA, Nationwide, State Farm.

Car Finance:

If you take Finance through a dealership, you can switch to cheaper car finance by visiting a credit union. Here you can have them re-finance your car loan for a lower rate to save on monthly payments. Check rates on their site: https://www.ncsecu.org/ and look at used auto loans.

Purchasing a Car:

Once you have all the necessary documentation there are many car showrooms you can visit. To get an idea of prices you may wish to look at

Carmax or Scott Clark. If you search on Google you will find many others.

Where to shop:

Furniture:

Both Target and Walmart are in Matthews and there are several other stores nearby. (The Matthews postcode is 28105). Atlantic Bedding and Furniture also offer whole package deals, you can often barter, and if you go as a larger group, you could make a deal with the delivery.

Walmart: http://www.walmart.com/

Target: http://www.target.com/

Atlantic Bedding and Furniture: http://www.atlanticbeddingandfurniture.com/

Charlotte, NC Outlet

5400 West W.T. Harris Boulevard

Charlotte, NC 28269

Tel: 704-962-7301

The best quality and cheap flat pack furniture comes from Ikea! We all love Ikea!

IKEA, 8300 Ikea Blvd, Charlotte, NC 28262

Craigslist: http://charlotte.craigslist.org

Groceries:

Harris Teeter is at the slightly more expensive end of the range. Walmart, Target, Publix, Food Lion and Aldi are all also available in the Matthews area. Some people love Trader Joe's and it's pretty good on price but a 10 min drive from Matthews town Centre. Food Lion. Harris Teeter and Target all have discount schemes in store.

Walmart: http://www.walmart.com/

Harris Teeter: http://www.harristeeter.com/

Target: http://www.target.com/

Food Lion: http://www.foodlion.com/

Trader Joe's: http://www.traderjoes.com/

Restaurants/ Places to eat or order food:

There are LOTs and they range in price.

Check out Urbanspoon for recommendations.

http://www.urbanspoon.com/c/38/Charlotte-restaurants.html

Finally, Some Restaurants:

Azteca (walking distance)

Carrabas pasta

Mod Pizza

Hibachi

El Valle (a lovely cheap Mexican in Matthews)

Seaboard

Pizza Peel

Takeout/takeaway:

Ming Fu, Best Wok (if you like Chinese food)

Umami (sushi place)

LIFE IN MATTHEWS NC

An adaptation process
By Monica Naranjo

While moving can be challenging, it also offers its own special rewards—meeting new people, visiting new places, and learning new things.

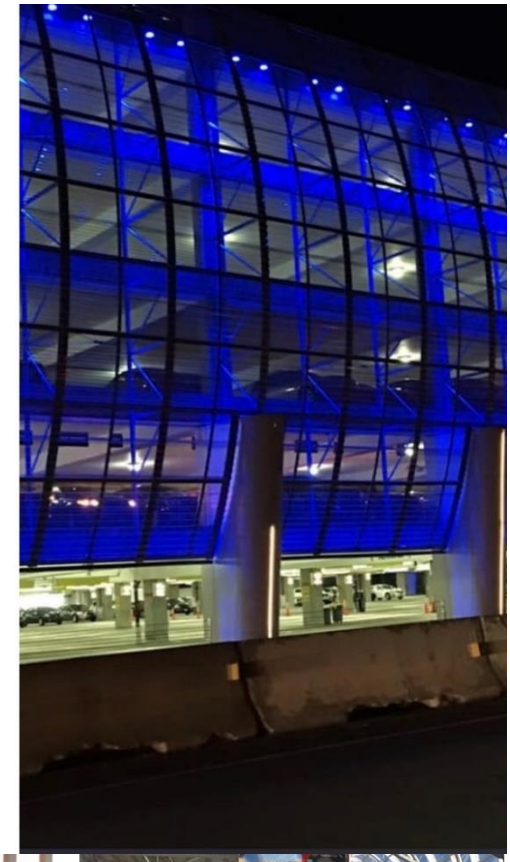
While doing this dossier, I can assure you I've experienced what it's like to be a new foreign speaker resident and I will share my experiences and advice with you through the examples and vocabulary.

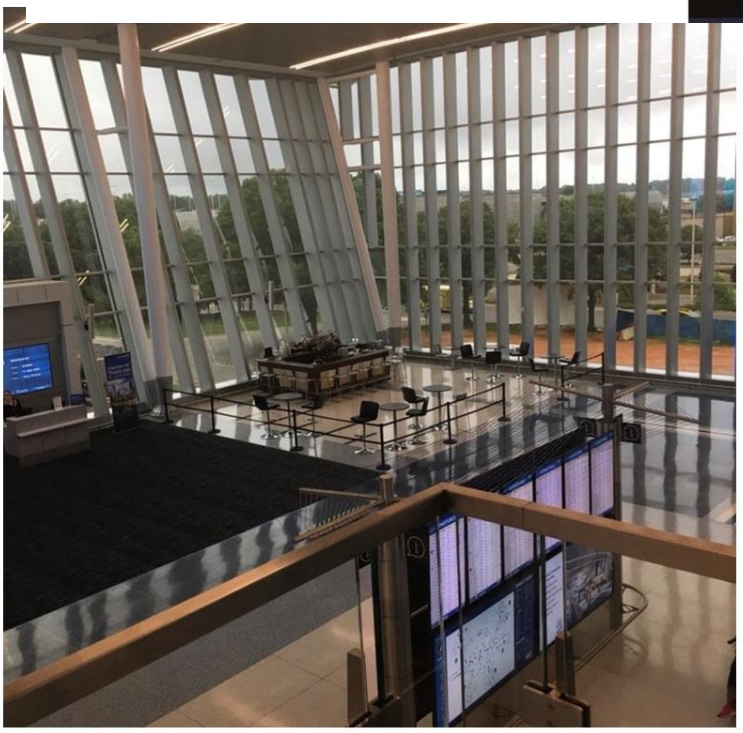
Throughout the pages of this dossier I will support you through this process, including how to find housing, how to locate important places, and other important daily tasks

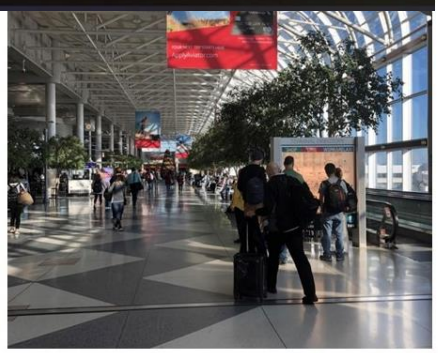
I've put together a packet of information that includes important contact information and resources to help you get settled in your new community. I hope this dossier helps you smooth the process of communication in your new home and community.

THE ARRIVAL

From the airport to your next destination.







Charlotte Douglas International Airport

WHEN YOU ARRIVE

1. Good morning Ma'am
2. Good morning, Sir.
3. Is this your first time in America?
4. Yes ma'am
5. Do you have anything to declare?
6. No ma'am
7. Welcome to America. Do not forget to claim your luggage. Have a safe trip to your new home.
8. Thank you
9. Next…

PHONETICS AND KEY WORDS

Passport: /ˈpæspɔːrt/ an official document that identifies you as a citizen of your country, and that you may have to show when you enter or leave a the US. The passport may have the require visa as well.

transportation: /ˌtrænspɔːrˈteɪʃn/ public transportation. The system of buses, trains, etc. provided for people to travel from one place to another.

Ma'am: /mæm/ term used when addressing the Queen or senior women officers in the police or army. In the southern region of the US, this is a polite way to address an unknown woman.

Something to declare: /dɪˈkler/ to make obvious anything that is being transported between countries.

luggage: /ˈlʌgɪdʒ/ bags, cases, etc. that contain somebody's clothes and things when they are traveling.

baggage: /ˈbægɪdʒ/ personal possessions or belongings.

To claim: /kleɪm/ To stating something of value that needs to be taxed as they travel between borders.

➤ Reply yes or no

A. Is it you Vladimir? Is it you Maria? Is it you Katia?	Example: Yes, ma'am it is me. No, ma'am it is not me.
B. Are you Vladimir? Are you Maria? Are you Katia?	Example: Yes, ma'am I am Vladimir No, ma'am I am not Katia, I am Maria.
C. Is this your wife? Is this your son? Is this your daughter? Is this your husband?	Example: Yes, ma'am this is my wife. No, ma'am this is not my son it's my daughter.
Complete the next conversation with your information:	My name is _____. I am from _____. I am _____ years old. I came to the country with my____. I will be working in_____.

Refocusing on Strength rather than deficits. Be persistent and work hard.

-Donna Wilson

SSN

Social Security Number

SOCIAL SECURITY NUMBER

1. Good morning Sir.

2. Good morning.

3. Please leave all the metal items inside this tray: watch, belts, coins or any other element on you.

4. Of course Sir.

5. What are you here for?

6. I need to get a Social Security number.

7. Please take a turn on the machines on your right and wait to be called. Pay attention to the screens. Thank you

8. *around two hours later

9. Lady behind the glass: Please, show me the entire documentation you brought, provide an address and passport.

10. Sir. You will be receiving your social security card in about two weeks.

PHONETICS AND KEY WORDS

➤ Key words

Zip code: /ˈzɪp koʊd/ A group of five digit numbers that facilitates the postal service to mail more efficiently and quickly the deliveries.

Sponsor: /ˈspɑːnsər/ a person or company that supports you to come to America.

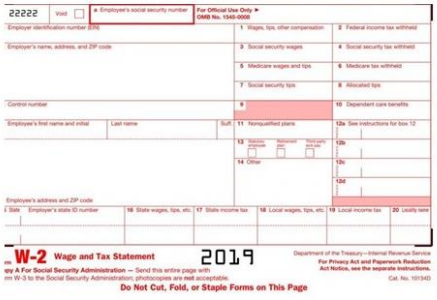
Applicant: //ˈæplɪkənt/ this is you when applying for SSN, an apartment, etc.

Note: You can also apply for the SSN on their website. Explore: https://www.safefiling.co/apply-for-a-first-social-security-card/

A. Do you have any type of Identification: Do you have a passport? Do you have a driver's license?	Example: Yes, ma'am I do have one. No, ma'am I do not have one. No, ma'am I don't have one.
B. Do you have any address here in the United States? Do you have the zip code? Do you have a phone number?	Example: Yes, ma'am. My address is…
C. Do you have any family member that depends on you? (under your care)	Example: Yes, ma'am I have No, ma'am I don't have.
Complete the next conversation with your information:	I have _(How many family members)_. My address is _____. My phone number is_____.

HOUSING

Home sweet Home



Apartment complex

MI CASA SU CASA

1. Welcome to your future new home.

2. Thank you. We cannot be any happier. This place is fantastic.

3. To buy this house you need to have the 6% of its value.

4. This will include a 3% for the house and the other 3% for the paperwork you will need to fill and sign to close the deal.

5. Will there be any inspections around the property?

6. Yes Sir. A professional inspector will be come in two days to check if there is any leaky faucets to fix, replace heating or A/C filters, or clunky furnaces.

7. That sounds very responsible, It also give us confidence when buying.

8. The idea is that you pay the fair price for what you are getting.

9. To buy a house you need a good income and a good finance score.

10. Thank you so much.

10. See you in a few days to close the deal!

PHONETICS AND KEY WORDS

W2 form: /ˈdʌbljuː/ /tuː/ /fɔːrm/ This form represents your taxes. Every year by the month of January you will pay your taxes through H&R Block.

H&R Block: /eɪtʃænɑːr/ /blɑːk/ A local and very well known company specialized in helping people to do their taxes. They will guide you through the needed paperwork and they will also let you know how much money you will received back or how much money you owe to the US government instead.

Visa: /ˈviːzə/ the mark that tells the immigration crew that you are a legal immigrant in a foreign country.

Work permit: /wɜːrk/ /pərˈmɪt/ This is a paper format that certifies that your visa status allows you to work and that in fact you have a job.

Social Security Number: /ˈsoʊʃlsɪˈkjʊrətiˈnʌmbər/ This will be your identification number, mostly used in finances (banks, loans, etc). Do not carry this number around and never give the number to a random person.

Lawyer: /ˈlɔɪər/ This will be the person that supervise the legal documents and that at the end will give the keys of your new house.

Realtor: /ˈriːəltər/ Also known as a Real estate Agent, that will help you to find your new home.

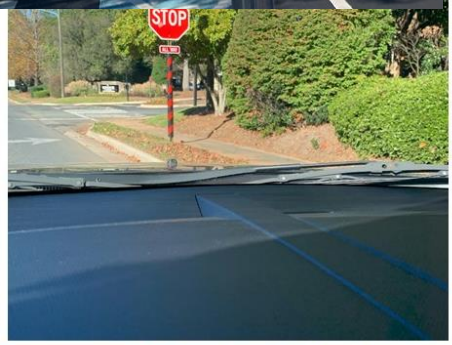
score: /skɔːr/ sort of a punctuation every-bank show as your financial history.

Credit Karma: /ˈkredɪt//ˈkɑːrmə/ online company that show you your credit score.

income: /ˈɪnkəm/ the salary you receive monthly.

MOBILITY

Dude! Where is my car?



Car dealers around the Queen City.

CAR - VEHICULE - TRANSPORTATION

1. Welcome to the DMV. Please keep your documents handy and may sure you have all of them. There are limited appointments for the test drive.

2. Good Morning, sir. How can I help you?

3. I would like to get a drivers license.

4. Well sir. You will need first of all some documents: your passport with a non expired visa, I94 document, DS 2019 and 15 dollars.

5. Take your turn and please wait to be called.

6. 2 hours later…

7. Please sit down an answer the questions. You will have 25 questions. To pass you need to answer correctly 20 of them.

8. If you pass the test, please wait to be called to a counter where you will have an assessment to check on your sight and your knowledge of traffic signs.

9. Please pay the fee and wait for to be called to have your driving test.

10. You will be tested on three point turn, full stop, reverse and emergency stop.

A. Do you have a previous driver license?	Example: Yes, ma'am I do have one. No, ma'am I do not have one. No, ma'am I don't have one.
B. Do you own a car?	Example: Yes, ma'am. I do own a car.
C. Do you have the insurance number?	Example: Yes, ma'am I have it here. No, ma'am I don't have it.
Complete the next conversation with your information:	Hello ma'am. Allow me to show you my passport____, this is also my insurance number _____ Thank you.

PHONETICS AND KEY WORDS

DMV: /diː//em//viː/ Also know as Division of Motor Vehicle, is the place where you need to go to get your drivers license.

Test:/test/ you will need to pass two test in order to get your drive license.

Learner permit: /ˈlɜːrnər//pərˈmɪt/ This is a temporary permit that will allows you to drive while you get your drivers license.

Driver's license: /ˈdraɪvərz laɪsns/ This is the document that allows you to drive legally in any country.

Dealer: /ˈdiːlər/person that sells and buys cars.

Insurance: /ɪnˈʃʊrəns/ monthly payment that will cover your expenses after a wreck.

mechanic: /məˈkænɪk/person specialized in repairing cars or vehicles.

BANKING

Share account and savings account, can you tell the difference?

Three of the many banks in the USA.

SAVINGS AND SHARING

1. Good morning Sir and welcome. How can I help you?
2. Good morning. I would like to open a bank account for me and my wife. I would also like to apply for a loan, I would like to by a car.
3. Of course sir. We would need your drivers license, your SSN, your passport with the visa and a letter from your job.
4. Here you have.
5. Do you want to open a share account as well?
6. What is a share account?
7. Is basically your savings account. You will need to have a deposit of 25 to open it.
8. Sounds good, here they are.
9. Do you also want to join your checking account with your wife's?
10. Why should I do that?
11. This will give you the advantage of managing both accounts together. Moving money from one to another and check your balances together.
12. I think is a great idea!
13. You can also download our apps to your phone to check your balances at every moment.
14. Regarding your loan, I will give you a check for the total of the car that you will take to the dealer. The monthly payment will be automatically discounted from your checking account during the next three years.
15. Please wait a moment while I process your debit cards and your check book.
16. Thank you!

A. Will you open a checking or a savings account today?	Example: Yes, ma'am I will open both of them. No, ma'am I won't open a savings account, just a checking one. No, ma'am I will not open…
B. Are you going to need a check book as well?	Example: Yes, ma'am. I am going to need a check book. No sir. I am not going to need a check book in the meantime.
C. Would you like to join your account with your wife's?	Example: Yes, ma'am I would like to have joint accounts. No, ma'am I would not like that right now.
Complete the next conversation with your information:	This my bank account number_____ my routing number_____ my savings account number_____.

PHONETICS AND KEY WORDS

Sharing account: /ˈʃerɪŋ əkaʊnt/ This account is used for keep the savings. You can pay in as many as you can but you can not take the money every time.

Checking account: /ˈtʃekɪŋ əkaʊnt/ a type of bank account that you can receive money and take out any time.

Routing number: /ˈraʊtɪŋ nʌmbər/ You can find this number in your check book and it is used to identify your bank.

Loan: /loʊn/ money that someone or a bank lends you.

Checkbook: /tʃekbʊk/ A book that contains blank checks to be filled when needed.

Debit card: /ˈdebɪt kɑːrd/ A plastic card that can be used in a ATM to withdraw money or in a store to pay.

Credit card: /ˈdebɪt kɑːrd/ a small plastic card that you can use to buy goods and services and pay for them later.

ATM: /ˌeɪ tiː ˈem/ A public machine with cash. (money)

Something hard becomes easier after you practice it.

-Donna Wilson

EDUCATION

What else do you want to learn?

CPCC: Central Piedmont Community College (Charlotte, NC)

COMMUNITY COLLEGE

1. Good morning, I would like to get more information on the English program you have for beginners.

2. Sure. You will have to take a test to see your level of proficiency in English.

3. Do I need to pay for the test?

4. No, Sir. You just need to come here on the day and time we tell you to take the test.

5. Depending on the results we will place in the level that best suits you.

6. How much for every class?

7. At the community college you don't have to pay for anything other than the registration.

8. However we also offer other classes where you will need to pay for each credit and have a certain number of credits every semester. What are you interested in?

9. Let me think about it…

A. What would you like to study?	Example: I would like to learn English, my English level is very basic.
B. Would you like to enroll credits or classes?	Example: I would like to enroll credits, please.
C. Would you paid in total or split the total in monthly payments?	Example: I would like to organize a payment plan, please.
Complete the next conversation with your information:	I would like to study ____ I can enroll ____ credits this semester.

PHONETICS AND KEY WORDS

Admission: /ədˈmɪʃn/ When you are accepted in an institution. (college, community college, school, etc)

Course: /kɔːrs/ a series of lessons or lectures on a particular subject. (Grammar, English, Music, etc)

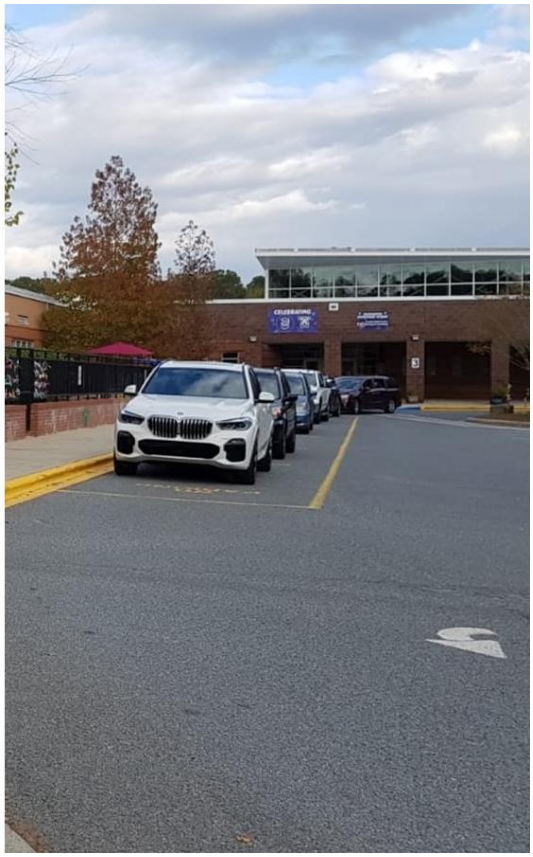
Assignment: /əˈsaɪnmənt/ a task or piece of work that somebody is given to do, usually as part of their job or studies.

Virtual platform: /ˈvɜːrtʃuəl ˈplætfɔːrm/ This is website that many educational institutions use to give assignments, information and grades.

Credits: /ˈkredɪts/ a unit of study at a college or university (in the US, also at a school).

Grades: /greɪds/ a mark given in an exam or for a piece of school work. Usually represented in a percentage (1%-100%) and/or Letter (A,B,C,D).

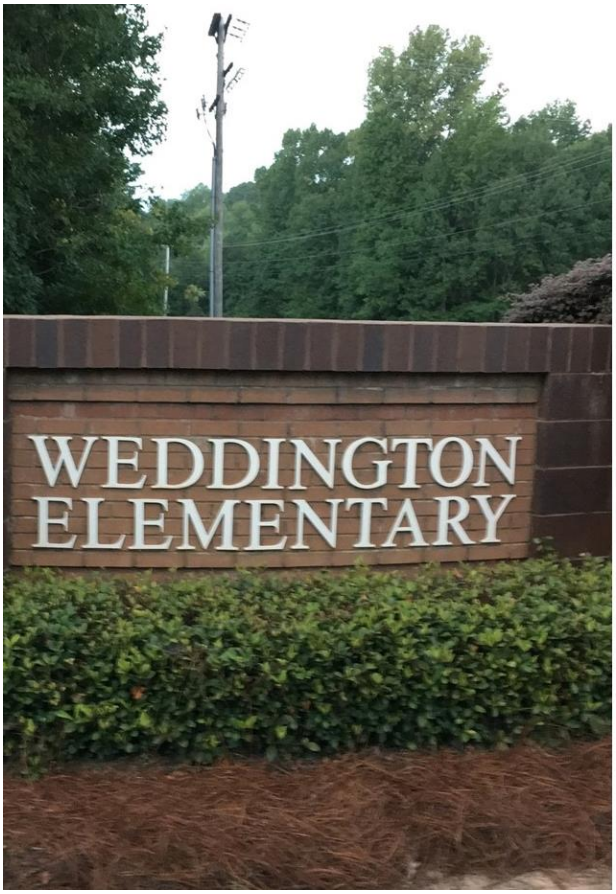
Advisors: /ədˈvaɪzərs/ a person who gives advice, especially somebody who knows a lot about a particular subject. (grammar advisor, career advisor, etc)



SCHOOL

Where do the kids go?

Public Elementary School



LOOKING FOR THE RIGHT SCHOOL

1. Weddington Elementary School, how I may assist you?

2. I would like to enroll my kids into the school please.

3. Sure, let me buzz you in so you can talk to our Data manager.

4. Good morning sir. I understand you want to enroll your kids in our school.

5. Yes please. They are 8 and 7 years old.

6. That means they will be in second and third grade.

7. What documents do you need me to bring and when?

8. You will need to provide your current address, this could be include in the utilities bill, their birth certificate, medical record and two pictures of each one of your kids.

9. When can I provide this documentation?

10. ASAP so the kids are not placed in a waiting list. See you soon!

ASAP* As soon as possible.

A. Where did you children go to school?	Example: They went to a public school in Russia.
B. How old are your kids?	Example: My oldest is 8 years old and my youngest is 6 years old.
C. How many kids do you have?	Example: I have two kids.
Complete the next conversation with your information:	I would like to enroll my kids in this school please. What are the documents do you need me to fill in? My oldest is__ years old and his/her name is_____My youngest is ___ years old and his/her name is____.

PHONETICS AND KEY WORDS

Birth certificate: /ˈbɜːrθ sərtɪfɪkət/ an official document that shows when and where a person was born, their own name and the name of the parents.

utilities: /juːˈtɪləti/ essential services such as gas, water and electricity.

Data manager: /ˈdætə mænɪdʒər/ person in charge of the admissions and enrolling students in a school.

Bookkeeper: /ˈbʊkkiːpər/ a person whose job is to keep an accurate record of the accounts.

Medical records: /ˈmedɪklˈrekərds/ the medical facts that are known about somebody.

GROCERY STORE

Walmart, Whole Foods, Trader Joe's, Harris teeter and more!

Grocery stores around the Queen City.

WHERE IS CHEAPER TO BUY?

1. Welcome Sir, please let me know if I can assist you with anything.

2. Thank you! I will need the aisle for fruits and vegetables.

3. you are looking for the third aisle.

4. Did you find everything you need, sir?

5. yes, thank you

6. your total is 17 dollars and 87 cents.

7. I would like to charge gas too, can I be in the pump 9 please?

8. Sure, park the car on the pump 9 and I will charge you for the gas too.

9. Your total is 47 dollars and 50 cents.

10. Keep the change and thank you for everything.

11. Have a good one Sir!

PHONETICS AND KEY WORDS

cart: /kɑːrt/ basket with wheels that you use when shopping.

pantry: /ˈpæntri/ a cupboard/closet or small room in a house, used for storing food

Dairy: /ˈderi/ a milk based food or a place in the supermarket that keeps the milk, butter, yogurt, etc.

Frozen food: /ˈfroʊzn fuːd/ food that need to be storage in the freezer.

Cashier: /kæˈʃɪr/ the person that receives the money.

Aisle: /aɪl/ between rows of shelves in a supermarket

Organic: /ɔːrˈgænɪk fuːd/ food produced without using artificial chemicals.

Farmers Market: /ˈfɑːrmərz mɑːrkɪt/ a place where farmers sell food directly to the public.

Public restrooms: /ˈpʌblɪkˈrestrʊm/ a room with a toilet in a public place.

Penny: /ˈpeni/ 1 cent

Nickel: /ˈnɪkl/ 5 cents

Dime: /daɪm/ 10 cents

Quarter: /ˈkwɔːrtər/ 25 cents

Gas pump: /gæs pʌmp/ place where you dispense gasoline into your car.

“

Taking practical positive action to increase the probability of successful outcomes. Optimistic mindset.

-Donna Wilson

Chapter Five: Conclusion

In current times, borders are closer than ever. Ever since the Berlin wall fell, the world seems to be open, reachable, attainable, near. What could be unknown and alien now is a chance to explore, to have adventures, to travel and research. At the same time, roaming around the world could bring the possibility of finding a better future, living a dignified life, achieving goals, and making dreams come true. To travel is to know and to be immersed in a different culture. When we talk about culture, we need to understand it as a group of traditions, habits, customs, food, music, religion, political influence, education, and so much more.

Depending on the side of the hemisphere in which we live, we behave, and we act accordingly. Our cultural background can be different from the way we say hello to the way we say goodbye. However, despite those cultural differences, the current world offers an open invitation to dare and go out to visit, to get closer, to explore.

Not even a communication problem such as language difference is stopping families and individuals from moving from their comfort zone to an unknown place, daring to change, and be confronted by others' way of thinking. Another fact that has encouraged us to live with wanderlust is technology. This factor has evolved to the point that regardless of the number of miles between one place and another, people can shorten the distance by communicating regularly, efficiently, and more economically.

The world has evolved and the changes that society has gone through during the last few decades has increased a genuine interest for the unknown, for taking risk and dare to find a better well-being around the world and far from home. However, and

despite of this generational desire of traveling and get closer to other cultures, there is a cultural barrier that causes a shock in any traveler's journey.

That cultural shock that can be the cause of stress and anxiety in so many travelers is the main reason why I decided to work on and develop this material to help new individuals moving into the American society begin their adaptation process with the necessary tools that help them understand how life works in America.

I was once a new foreigner arriving into a new land without a clue of how to fit in. I was overwhelmed by this transition period of finding housing and locating things like grocery stores, the bank, and school, among others. It is overwhelming and confusing, mainly because every process can be so different from how things are usually handled in other countries. This feeling of despair is why I have decided for my Master's in TESOL thesis that I would put together a packet of information that includes important contact information and resources to help any foreigner get settled in their new community. Finally, I wanted to organize this material and share my experience and advice since I know what it is like to be a new habitant. This kind of material could have provided me a better guide at the beginning of my journey and helped me to settle into my new home in the USA.

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